
UNIT 5: FINAL EXERCISE AND EXAM

5. FINAL EXERCISE AND EXAM

TOTAL UNIT: 3 hours

OBJECTIVES

At the end of this unit, the students should be able to:

- Φ Apply the principles of decision making and ethics to a case study involving an emergency response or recovery operations.
 - Φ Identify their strengths and weaknesses in making decisions during an emergency.
-

SCOPE

The scope of this unit includes:

- Φ Unit Overview.
 - Φ Final Exercise.
 - Φ Final Exam.
 - Φ Workshop Summary.
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METHODOLOGY

This unit will consist of an integrated exercise that includes a basic case study and several updates that will be distributed at specific intervals. The students will work in their small groups for approximately 1-1/2 hours to complete the exercise. Following the exercise, the instructor will facilitate a debriefing that focuses on:

- Φ The issues that the students identified in the basic case and in the updates.
- Φ The process(es) they used to address the issues.
- Φ The consequences of their decisions.

The instructor will solicit input from the class and make suggestions based on his or her experience for improving the decision-making processes and improving the overall results of the decision(s) made.

Next, the students will complete a written test to see how well they have mastered the information presented in the workshop. Following the test, the instructor will review the answers with the group.

Finally, the instructor will summarize the key points from the workshop and answer any questions that the students have.

UNIT 5: FINAL EXERCISE AND EXAM

MATERIALS REQUIRED

The materials required to conduct Unit 5 include:

- Φ This Instructor Guide.
- Φ The Student Manual.
- Φ Visuals 5.1 through 5.5.
- Φ Handouts 5.1 through 5.3 (case study updates).
- Φ Handout 5.4, Final Exam.

EQUIPMENT REQUIRED

The equipment required to conduct Unit 5 includes:

- Φ Overhead projector (or computer with display unit).
- Φ One easel pad and markers for each table group.

TIME PLAN

The suggested time plan for this unit is shown below. Note, however, that adjustment may be necessary based on class size.

<i>Topic</i>	<i>Time</i>
Unit Overview	5 minutes
Final Exercise	2 hours
Final Exam	40 minutes
Workshop Summary	15 minutes
<i>Total Time:</i>	<i>3 hours</i>

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5. FINAL EXERCISE AND EXAM

TOTAL UNIT: 3 hours

TOTAL TOPIC:
5 minutes

UNIT OVERVIEW

Visual
5.1



Unit Objectives

- ☞ Apply the principles of ethics and decision making to a case study.
- ☞ Identify your strengths and weaknesses in making decisions during an emergency.

Visual 5.1

Introduce this unit by explaining that the objectives are to enable the students to:

- Φ Apply the principles of ethics and decision making to a case study involving an emergency response or recovery operations.
 - Φ Identify their strengths and weaknesses in making decisions during an emergency.
-

UNIT 5: FINAL EXERCISE AND EXAM

TOTAL EXERCISE:
2 hours

FINAL EXERCISE



Page 5-2

Instructions: Follow the steps below to conduct this exercise.

1. Tell the students to turn to page 5-2 in their Student Manuals.
2. Assign the students to small groups to complete this exercise.
3. Explain that this exercise presents a scenario that will require the groups to identify the problems, the processes they used to address the issues, and the consequences of their decisions. Ask the group to read the scenario and respond to the accompanying questions.



Instructor's Note: New information about the scenario will be presented throughout this exercise. This information will require the groups to evaluate the situation and make decisions based on new data in much the same way as they would during an actual event.

4. Suggest that the groups refer to their Student Manuals and handouts.
5. Tell the groups that they will have a total of 1 hour 15 minutes to complete this exercise and that three updates to the initial scenario will be distributed every 20 minutes. A 45-minute debriefing will follow this exercise.
6. When the groups have finished, ask them to select a spokesperson to represent their group during the post-exercise debriefing. Ask each spokesperson to present his or her group's responses to specific questions related to the scenario.



Instructor's Notes: The scenario presented in this exercise has not been drawn from an actual incident. It has been developed for exercise purposes only.

There are few answers in this exercise that are absolutely correct. As you debrief the exercise, do not look for a "book" response. Rather, consider the rationale for the groups' responses when providing your feedback.

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FINAL EXERCISE

Scenario:

Dalgon County is mostly flat, agricultural land. The county seat, Fawnville (pop. 15,000), is located downstream from Mystic Lake, which is in a State-owned park. On July 7, heavy storms begin at 8:00 p.m. The Park Superintendent, Carl Summers, calls the County's Emergency Program Manager, Sally Jones, at 9:00 p.m. Together they ride to the dam at Mystic Lake.

Five thousand campers had converged on Fawnville and the surrounding area 2 days earlier to take part in a national drag race scheduled for July 8 at the park. The river that carries water from the spillway of Mystic Lake runs through the town of Fawnville. In fact, the local fire department is only a few feet from the river. Approximately 4,000 people live in several smaller towns to the west of the lake, and could be affected if the dam were to fail.

Many of the drag racers are staying in RVs, while the rest have set up tents on Tim Hudson's farm.

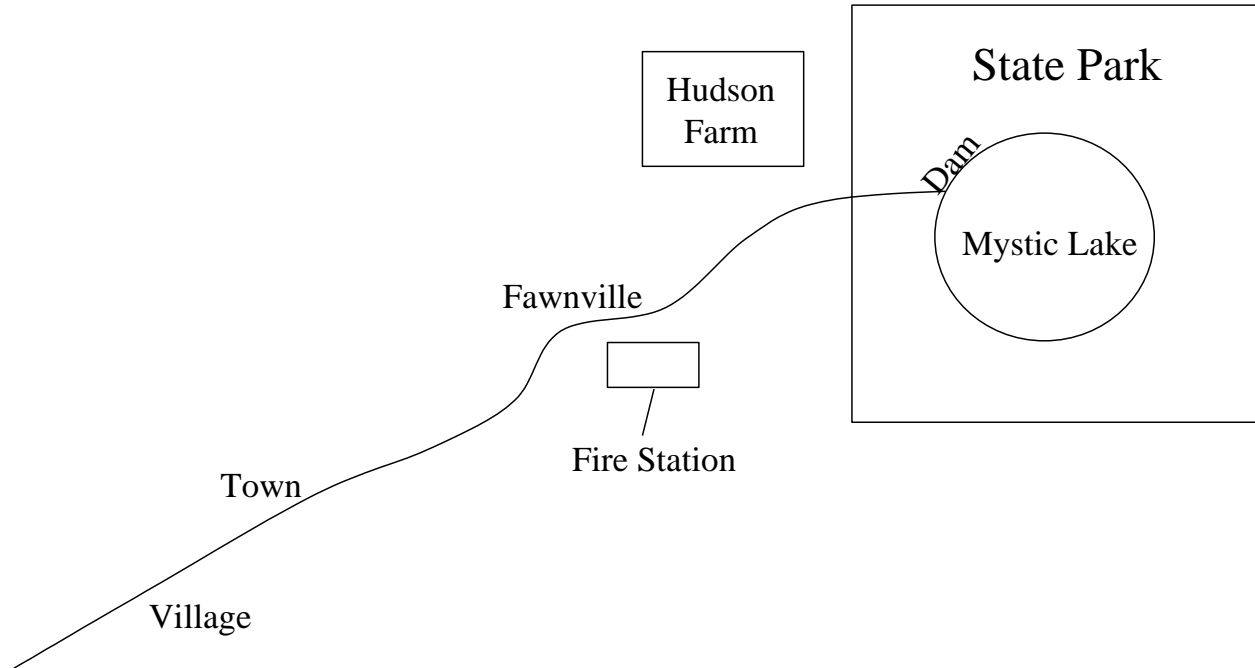
By 9:15 p.m., the following officials have met at Mystic Lake to discuss the situation: Fawnville Fire Chief Jimmy Dawson and Sheriff Don Slader; Tom Snow, a representative from the State Department of Transportation; and Jackie White who is representing the State's Department of Natural Resources.

After evaluating the condition of the 48-foot earthen embankment around the north and western ends of the manmade lake and taking the weather information into account, the officials decide to take the following actions:

- Φ Sheriff Slader and his 75 deputies and Fire Chief Dawson and 40 firefighters from Fawnville and surrounding jurisdictions will evacuate the campers, the town of Fawnville, and the villages to the west of the lake.
- Φ EPM Jones will dispatch 20 volunteers to coordinate with the Red Cross to ensure that the appropriate shelters are open and to arrange transportation for those unable to evacuate themselves.
- Φ Fire Chief Dawson will establish the Incident Command Post at the Fawnville Fire Station.

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Questions:

1. What are the problems to be solved?

- Φ *Evacuating the towns and campers.*
- Φ *Opening appropriate shelters.*
- Φ *Arranging transportation.*

2. Which decision might have to be adjusted?

The Incident Command Post should not be located in an area vulnerable to flooding.

3. What might be the objectives at this time?

- Φ *Evacuate all potential affected areas.*
- Φ *Transport affected persons.*
- Φ *Open shelters.*

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4. What are the needed resources?
 - Φ *Vehicles to transport evacuees.*
 - Φ *Staff to open shelters.*
 - Φ *Staff to assist in evacuation.*
5. What element is missing from the current plan?
*A timetable (who will do what **by when**).*
6. After implementing the plan, what should you do?
Monitor the situation.
7. Are there any ethical considerations at this time?
There are no ethical considerations at this time.

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Handout 5.1

Distribute Handout 5.1, Scenario Update #1 20 minutes into the exercise.

Scenario Update #1:

By 11:15 p.m., the evacuation is proceeding smoothly, and most people are being relocated safely in Rose County, 17 miles to the south. Jackie White, the representative from the Department of Natural Resources, is working with Don Slader to evaluate the condition of the dam. Water is now seeping through the embankment, and the water is now rapidly rising. They make the decision to use sandbags to temporarily stop the water seepage through the wall and keep the wall from breaking.

Tom Snow from the Department of Transportation has sand and empty sandbags, and EPM Jones has 20 shovels. The best estimate is that at least 30,000-50,000 sandbags will be needed throughout the night.

Questions:

1. What is the problem to be solved?

No one is available to fill the sandbags.

2. What decision might have to be adjusted?

Dispatching all available personnel to assist with the evacuation created a lack of people to fill the sandbags.

3. What might be the new set of objectives?

- Φ *Find personnel to fill sandbags.*
- Φ *Request equipment to help with the sandbagging.*
- Φ *Declare a state of emergency.*
- Φ *Call the National Guard.*
- Φ *Move the Incident Command Post.*

4. What are the needed resources?

- Φ *Personnel.*
- Φ *Equipment.*
- Φ *A facility for the Incident Command Post.*

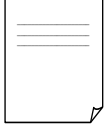
5. Are there any ethical considerations at this time?

There are no ethical considerations at this time.

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FINAL EXERCISE



Handout 5.2

Distribute Handout 5.2, Scenario Update #2 40 minutes into the exercise.

Scenario Update #2:

At 3:30 a.m., the evacuation is complete. Four families refused to leave their dwellings. The sandbagging is on schedule, but seepage flow is increasing. Spillway flow is near maximum, and the water is still rising. The Incident Command Post has been moved out of harm's way. There are reports of announced shelters not being staffed. The Governor has declared an emergency for Fawnville and surrounding areas. The media is focusing on the failed attempts to evacuate the four families in the affected area. A contractor who is a friend of the Mayor has offered his assistance with the dam for a reduced fee. The media is also reporting that all areas were not made aware of the situation.

Questions:

1. What are the problems to be solved?

- Φ *Lack of staff for the shelters.*
- Φ *The media's reports.*
- Φ *Imminent dam failure.*

2. What might be the new set of objectives?

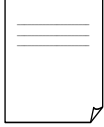
- Φ *Open the shelters with staff.*
- Φ *Hold a press conference.*
- Φ *Find ways to prevent dam failure.*

3. Are there any ethical considerations at this time?

The decision of the four families to stay in their dwellings might be an ethical issue. Even though the evacuation was mandatory, citizens have the right to refuse help. The Mayor's contractor may cause some ethical issues to be raised, as well as the media's claim of evacuation orders not having gotten out to all potential victims.

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Handout 5.3

Distribute Handout 5.3, Scenario Update #3 60 minutes into the exercise.

Scenario Update #3:

At 5:45 a.m., the dam gave way, flooding all surrounding areas, including Fawnville. Shelters are now open and staffed. Three shelters have a problem with pets. The affected area will be under water for at least 24 hours. The media has just reported that out of the four families that stayed behind, only two made it through the dam failure. The Chairman of the City Council, who has been a political rival of the Mayor, has publicly accused the Mayor of providing inadequate warning and media information to keep citizens safe.

Questions:

1. What are the problems to be solved?

- Φ *Pet situation at the shelters.*
- Φ *Missing families.*
- Φ *Communications.*
- Φ *Lack of potable water.*

2. What might be the new objectives?

- Φ *Find a place for the pets at the shelters.*
- Φ *Search for missing families.*
- Φ *Restore communications.*
- Φ *Acquire potable water.*

3. What are the needed resources?

- Φ *A facility for the pets.*
- Φ *Search and rescue teams.*
- Φ *Communications.*
- Φ *Potable water.*

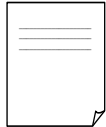
4. Are there any ethical considerations at this time?

The Mayor's decision to shut down communications might have ethical implications.

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TOTAL EXAM:
40 minutes

FINAL EXAM



Handout 5.4

Instructions: This examination will test how much the students have learned during the *Decision Making in a Crisis* workshop. The group will have 30 minutes to complete the examination. Follow the steps below to administer the test.

1. Distribute Handout 5.4, Final Exam.
2. Tell the group to read each question carefully. Scenarios will precede some of the questions.
3. Instruct the students to select the best answer that they believe is correct.
4. When all students have completed their tests, review the correct answers with the entire class.

Scenario 1: Rothville Bomb Threat

The fire chief of Rothville received a call from a concerned parent, who is also a newspaper reporter, about a bomb threat at the middle school. Her children told her about a bomb threat at school that day. The school did not evacuate the building, and, apparently, this has happened several times before. The parent had called school officials, and they referred her to the fire department. After making some phone calls, the fire chief learned that it is the school district's policy to evacuate the schools for **all** bomb threats.

Questions 1-5 refer to Scenario 1: Rothville Bomb Threat.

1. Which of the major impediments listed below would apply to this scenario?
 - a. Time pressure
 - b. Political pressure**
 - c. Fatigue
 - d. Financial pressure
2. In sizing up the situation, the fire chief should determine all of the following **except**:
 - a. Who is involved.
 - b. What the stakes are.
 - c. What is happening.
 - d. Why bomb threats are being made.**

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3. After collecting the information needed to resolve this situation, the fire chief should use the problem-solving model. All of the following are steps in the problem-solving model **except**:
 - a. **Generate ideas.**
 - b. Determine objectives.
 - c. Build a plan.
 - d. Take action.
4. Which of the following blocks in the decision making process would **not** apply to this scenario?
 - a. Perceptual
 - b. Emotional
 - c. **Cultural**
 - d. Intellectual
5. The fire chief's ability to recognize and assess the relevant facts in this situation is an example of the _____ aspect of ethical decision making.
 - a. Prediction
 - b. Creativity
 - c. **Evaluation**
 - d. Awareness

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FINAL EXAM

Scenario 2: Fundraiser

A local businessman is hosting a political fundraiser. The keynote speaker will be a former U.S. Senator, and a famous vocal group will perform at the fundraiser. Admission to the fundraiser is by invitation only. Tickets to the event cost \$250 per person. The city manager asks his secretary to call the businessman for tickets to the fundraiser. His daughter is a big fan of the vocal group. After the secretary explains the situation to the businessman, he gives the city manager four tickets.

Questions 6-8 refer to Scenario 2: Fundraiser.

6. The city manager is violating which ethical “don’t” in this scenario?
 - a. **Using his position to seek personal gain.**
 - b. Making promises to gain favors.
 - c. Using inside information to benefit others.
 - d. Using company time for personal reasons.
7. Possible consequences for the city manager could include administrative and _____ sanctions.
 - a. Financial
 - b. Political
 - c. **Criminal**
 - d. Federal
8. The secretary has an obligation to _____ or she will violate her ethical obligations.
 - a. Report the incident to the media.
 - b. Report the incident to another secretary.
 - c. Report the incident to her friends.
 - d. **Report the incident to the city manager’s supervisor.**
9. The most difficult step in crisis decision making is:
 - a. Implementing the solution.
 - b. Selecting the alternative.
 - c. **Identifying the problem.**
 - d. Monitoring the success of the solution.

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10. Decision making in a crisis is made more difficult because of all of the following **except**:
 - a. Stress.
 - b. Aggression.**
 - c. Fatigue.
 - d. Time pressure.
11. Once you implement a decision, you must:
 - a. Praise the results.
 - b. Maintain the plan.
 - c. Evaluate the plan.**
 - d. Avoid the results.
12. Which part of the problem-solving model helps to establish deadlines and assign tasks?
 - a. Plan**
 - b. Evaluation
 - c. Objectives
 - d. Problem definition
13. Cultural blocks to creative problem solving are caused by people refusing to change tradition, saying, “We’ve always done it this way”.
 - a. True**
 - b. False
14. Credibility and reputation are at risk if you do not comply with ethical standards.
 - a. True**
 - b. False
15. Sizing up the situation involves analyzing the situation to determine all of the following **except**:
 - a. What is happening.
 - b. Who is involved.
 - c. When the situation occurred.**
 - d. What the stakes are.

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16. One step in decision-making/problem solving is to identify some of the contingencies.
 - a. **True**
 - b. False
17. Objectives should do all of the following **except**:
 - a. **Use all available resources.**
 - b. Set measurable tasks.
 - c. Establish priorities.
 - d. Tell what is needed.
18. Resources include all of the following **except**:
 - a. Information
 - b. People
 - c. Equipment
 - d. **Ideas**
19. After taking action, it is **not** critical to monitor the progress of the problem.
 - a. True
 - b. **False**
20. When plans are completed, they need to be communicated to all parties involved.
 - a. **True**
 - b. False
21. Which of the following statements about effective decision-makers is **not** true?
 - a. They recognize their own capabilities, biases, and limitations.
 - b. They weigh the risks, responsibilities, reward, and results of alternatives then accept the positive and negative consequences.
 - c. **They are born knowing how to make good decisions; no one who isn't born with the skill can develop it.**
 - d. They work hard at obtaining information and suspend judgment until all the facts are in.

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22. Ethical competency involves all of the following **except**:
- a. **Authority**
 - b. Evaluation
 - c. Creativity
 - d. Prediction
23. Ethical _____ is demonstrating a strong desire to act ethically and to do the right thing.
- a. Competency
 - b. Consciousness
 - c. **Commitment**
 - d. Prediction
24. All of the following are ethical “Do’s” **except**:
- a. Placing the law above private gain.
 - b. Acting impartially.
 - c. Protecting department property.
 - d. **Using company time for personal reasons.**
25. The solicitation of gifts is an example of seeking personal gain.
- a. **True**
 - b. False
26. An example of preferential treatment by a disaster worker is:
- a. Setting up a Disaster Recovery Center in a central location.
 - b. Treating all contractors the same.
 - c. Processing all applications in the same manner.
 - d. **Providing more information to one group of disaster victims than to another group.**
27. All of the following are reasons to comply with ethical standards **except**:
- a. Professional reputation
 - b. **Political sanctions**
 - c. Clear conscience
 - d. Leadership by example

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28. After taking action on a situation, it is critical to ask all of the following questions **except**:
- a. Has the situation changed?
 - b. Are more resources required?
 - c. **Has the media been contacted?**
 - d. Is a different alternative solution required?
29. Monitoring the success and results of a solution is an ongoing process that is critical to fine tuning a course of action.
- a. **True**
 - b. False
30. All of the following are ways to prevent making poor decisions in a crisis situation **except**:
- a. **Be afraid to take calculated risks.**
 - b. Don't rush decisions.
 - c. Be flexible.
 - d. Consider all options.
-

UNIT 5: FINAL EXERCISE AND EXAM

TOTAL TOPIC:
15 minutes

WORKSHOP SUMMARY

Display Visual 5.2 as you review with the group the steps in the problem-solving model.

Visual
5.2



Problem-Solving Model

1. Size up the situation.
2. Identify contingencies.
3. Determine objectives.
4. Identify resources needed.
5. Build a plan.
6. Take action.

Visual 5.2

Display Visuals 5.3 and 5.4 as you review with the group ethical “Do’s” and Don’ts.”

Visual
5.3



Ethical Don’ts

- ☞ Don’t use your position to seek personal gain.
- ☞ Don’t exceed your authority or make promises.
- ☞ Avoid even the appearance of ethical violations.

Visual 5.3

UNIT 5: FINAL EXERCISE AND EXAM

WORKSHOP SUMMARY

Visual
5.4



Ethical Do's

- ☞ Place the law and ethical principles above private gain.
- ☞ Act impartially.
- ☞ Protect and conserve department property.
- ☞ Put forth honest effort.

Visual 5.4

Display Visual 5.5 as you review with the group the components of ethical decision making.

Visual
5.5



Components of Ethical Decisions

- ☞ Commitment (Motivation)
- ☞ Consciousness (Awareness)
- ☞ Competency (Skill)

Visual 5.5



Ask the group:

What is ethical commitment?

Allow the group time to respond. Then, if not mentioned by the group, explain that ethical commitment is demonstrating strong desire to do the right thing—even if it costs.

UNIT 5: FINAL EXERCISE AND EXAM

WORKSHOP SUMMARY



Ask the group:

What is ethical consciousness?

Allow the group time to respond. Then, if not mentioned by the group, explain that ethical consciousness involves seeing and understanding the ethical implications of our behavior.



Ask the group:

What is ethical competency?

Allow the group time to respond. Then, if not mentioned by the group, explain that ethical competency involves:

- Φ Evaluation—the ability to collect and evaluate relevant facts.
- Φ Creativity—the ability to develop resourceful means of accomplishing goals.
- Φ Prediction—the ability to foresee the potential consequences and assess the risks.

Ask the group if they have any questions about anything covered in this workshop.
